

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21 st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2016 MAR 25 AM 11:34 Document Control Center </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

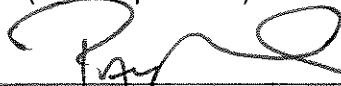
Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Texarkana ISD	019907			
Vendor ID #	ESC Region #	DUNS #		
756002579	8	09-896-7961		
Mailing address		City	State	ZIP Code
4241 Summerhill Road		Texarkana	TX	75503
Primary Contact				
First name	M.I.	Last name	Title	
Nanette	W	Power	Executive Director	
Telephone #	Email address		FAX #	
903-794-3651 ext 1032	powern@txkisd.net		903-792-2632	
Secondary Contact				
First name	M.I.	Last name	Title	
Wes	D	Kirkham	Executive Director	
Telephone #	Email address		FAX #	
903-793-7561 ext 1043	Wes.kirkham@txkisd.net		903-255-3280	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Paul	A	Norton	Superintendent
Telephone #	Email address		FAX #
903-794-3651 x1019	Paul.norton@txkisd.net		903-792-2632
Signature (blue ink preferred)		Date signed	



Date signed

3-23-16

Only the legally responsible party may sign this application.

701-16-102-011

Schedule #1—General Information (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for school wide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 019907

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 019907			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Texarkana Independent School District is a dynamic urban school district located in the Northeast corner of Texas. The district encompasses an area of 34 square miles and shares a border with Texarkana, Arkansas public schools. The majority of the city of Texarkana, Texas lies within the TISD boundaries, along with the cities of Wake Village and Nash, Texas. The community is classified by the Texas Education Agency as an "independent town". Texarkana ISD has grown to become the largest district in Bowie County and the largest district served by the Region VIII Education Service Center. TISD is among only a few school districts nationally, recognized by District Administration magazine as a District of Distinction. This program honors districts for established initiatives that are yielding quantifiable benefits and which can be replicated by other districts. The extensive K-12 STEM program and professional development model for teachers has been a remarkable addition to the district.

However, several elementary campuses continue to struggle with student achievement and an Improvement Required Rating from the Texas Education Agency for the third consecutive year. TISD has worked extensively to improve student scores and teacher retention by restructuring the elementary schools to better target the needs of the students. Elementary schools were reorganized and one was converted into an early education center. The middle school campus serves almost 1,500 students and all of the District's elementary schools feed into Texas Middle School.

It has become apparent that a majority of the parents of students at-need are unable to make the time and/or utilize resources to assist their children. Many of the students in the community are victims of generational poverty and incarcerated parents. The goal of the district is to provide an after school program with a true sense of community and flexibility that allows each child to have individualized support and enriched academic opportunities.

The proposed Community Learning Center program will strengthen and enhance the academic, physical, and psychological development of its students in a safe and nurturing environment. Proposed activity goals will be to:

- Provide opportunities for academic enrichment, including tutorial services to help students, particularly African American students, to meet state and local student academic achievement standards in the core academic subjects of mathematics, reading, science, and social studies.
- Offer students a broad array of additional services, programs, and activities, such as youth development activities; drug- and violence-prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, all designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development. These services can be provided during or after school hours (including summers)."

TISD 21st CCLC will serve approximately 440 students at 3 sites in the district. The campus locations have been identified as having the highest at-risk, low socio-economic, and minority populations. This will include two elementary sites (K-5) with two elementary feeder schools, and one middle school site (6-8). Students will travel by bus from the feeder schools to the main site and have less than 15 minutes travel time with the average travel time under 10 minutes for each site. Activities in these programs will be intentionally developed to improve academic performance, attendance, student behavior, promotion, and graduation rates.

We prefer all Site Coordinators have principal certification to assure school and district buy-in and equal status on campus. Site Coordinators will attend campus meetings, recruit students, oversee the program and work with teachers to identify student needs. This structure will allow the Community Learning Center to focus on improving student behaviors and academic productivity. The program will also utilize teachers, college students, and community members to provide academic enrichment and accelerated instruction in a highly engaging environment. As adopted by the UT Tyler ACE Program, each day during the school year, the program will spend its first session focused on completing homework and academic interventions. The remaining two periods will be used for enrichment opportunities that

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

students in economically disadvantaged neighborhoods may not be able to enjoy. The students will be surveyed at least twice a year to encourage them to be a part of the selection process. A large range of enrichment activities will be offered but not limited to robotics, coding, dance, karate, cooking, sewing, non UIL sports, gaming, cheer, college and career readiness programs, career explorations and other activities.

The CCLC will provide Family and Parental Support Services for immediate family members. Those services will include ESL and GED courses, parent training in post-secondary options; as well as strategies for promoting high expectations and effective study habits. Students and families will be surveyed at least twice a year to encourage them to be a part of the selection process. The Family Engagement Specialist, Project Director, and Site Coordinator will work to establish a Community Advisory Council to ensure collaboration, partnership, and community support between stakeholders and the program. The Family Engagement Specialist will host monthly meetings to provide updates, coordinate resources, and evaluate program effectiveness. Students will be given voice in enrichment opportunities with a twice a year survey. Enrichment programs will be built around student choice. The Community Learning Center will endeavor to create and oversee as many STEM and hands on engaging enrichment activities as possible.

Texarkana ISD will immediately create a Community Advisory Council upon award of grant to solicit community and business advice and to research opportunities from area businesses. In the event that Texarkana ISD cannot find enough qualified personnel to conduct tutoring, mentoring and staffing the enrichment programs, they will contract with AIM. AIM has a proven track record in providing qualified tutors and mentors in both Dallas and El Paso.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 019907			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$405,900	\$0.0	\$405,900
Schedule #8	Professional and Contracted Services (6200)	6200	\$240,000	\$12,000	\$252,000
Schedule #9	Supplies and Materials (6300)	6300	\$114,000	\$0	\$114,000
Schedule #10	Other Operating Costs (6400)	6400	\$45,000	\$0	\$45,000
Schedule #11	Capital Outlay (6600)	6600	\$0.00	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$804,900	\$12,000	\$816,900
Percentage 3.204% indirect costs (see note):			N/A	\$26,173	\$26,173
Grand total of budgeted costs (add all entries in each column):			\$804,900	\$38,173	\$843,073
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$843,073
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$42,154

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 019907			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$67,000
5	Site coordinator (required)	3		\$150,000
6	Family engagement specialist (required)	1		\$22,000
7	Secretary/administrative assistant	1		\$30,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Professional Development Specialist	1		\$25,000
20	Parent Liaison	3		\$30,000
21	Title			\$
22	Subtotal employee costs:			\$324,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$33,900
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$48,000
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$81,900
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$405,900

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 019907		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Grant Evaluator	\$12,000
2	AIM - provider for tutors and mentors	\$240,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$252,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$252,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 019907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$114,000
Grand total:		\$114,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 019907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$3,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$3,000
	Remaining 6400—Other operating costs that do not require specific approval:	\$42,000
Grand total:		\$45,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 019907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			7,061	
Category	Number	Percentage	Category	Percentage
African American	3,183	45%	Attendance rate	95.7%
Hispanic	1,013	14%	Annual dropout rate (Gr 9-12)	1.3%
White	2,423	34%	Students taking the ACT and/or SAT	63.7%
Asian	74	1%	Average SAT score (number value, not a percentage)	1584
Economically disadvantaged	4,830	68.4%	Average ACT score (number value, not a percentage)	20.2
Limited English proficient (LEP)	467	6.6%	Students classified as "at risk" per Texas Education Code §29.081(d)	50.8%
Disciplinary placements	274	3.5%		

Comments

These are the District wide 2015-16 PEIMS counts. Participating schools meet the Economically disadvantaged criteria. Economically Disadvantaged at participating campuses:

Westlawn Elementary – 95.4%

Theron Jones Elementary – 98.8%

Highland Park Elementary – 93.7%

Spring Lake Park Elementary – 78.8%

Texas Middle School – 64.6% (All schools feed into one middle school)

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	74	15%	No degree	1	0%
Hispanic	28	6%	Bachelor's degree	292	59%
White	383	77%	Master's degree	202	41%
Asian	2	0%	Doctorate	1	0%
1-5 years exp.	163	33%	Avg. salary, 1-5 years exp.	\$40,010	N/A
6-10 years exp.	111	22%	Avg. salary, 6-10 years exp.	\$42,882	N/A
11-20 years exp.	117	24%	Avg. salary, 11-20 years exp.	\$49,631	N/A
Over 20 years exp.	80	16%	Avg. salary, over 20 years exp.	\$55,138	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 019907										Amendment # (for amendments only):					
Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		15	15	45	60	55	50	110	60	30					440
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		15	15	45	60	55	50	110	60	30					440

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Schedule #13—Needs Assessment

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texarkana Independent School District has conducted multiple needs assessments in response to low academic performance and an Improvement Required rating for Westlawn Elementary, one of the campuses to be served by the grant. The campus is a Priority campus and has been rated Improvement Required for three consecutive years. This year, the school opened as a Reconstituted campus. The campus is still struggling with teacher retention and low student achievement. The purpose of the needs assessment is to bring clarity to the needs of the campus for effective planning and for meeting annual measurable objectives to exit the Improvement Required status.

The campuses have conducted a root cause analysis using the 10-5-5 process. Honest discussion and dialogue during the session revealed the need to provide all teachers with more intense academic support and collaboration. Children have difficulty with transitions because terms, vocabulary and structures vary from classroom to classroom and from grade level to grade level – there is a need for continuity and structures. Behavior management was revealed as a root cause for teachers not able to use class time effectively. It was noted that the children's lack of experiences prevented them from being able to express themselves both orally and in writing. Sometimes behavioral issues come in to play when students are frustrated and feel inadequate. Parents are reluctant to come to the school for a variety of reasons, including negative experiences when they were in school, however, we know that parents play a key role in improvement.

TISD and the campuses involved in this grant regularly and continually use data to obtain information all the way from the summative STAAR assessment down to the daily classroom formative assessments. Weekly grade level meetings, bi-monthly leadership team meetings and monthly district level meetings have all served as channels for decision-making and quality assurance check-ups. An active site-based decision making committee functions to provide two- and three-way information and communication for all stakeholders. Input from these events has helped the campus leadership team to address parent and community concerns. The most pressing concern of parents is their inability to help their children with schoolwork because they often lack the skills or reading level to assist them. This is another reason the after school program is so important to the students who will be involved in the activities of this grant.

Westlawn Elementary in Texarkana, Texas is an inner city school in a mid-size community. In a search for peer schools the only comparisons that can be found are urban inner city schools. There are NO schools in this part of the state that remotely resemble Westlawn Elementary. The children live in generational poverty; have poor achievement, unemployed and/or incarcerated parent(s). Out of 254 counties in Texas, Bowie County ranks in the top 16 counties for having the highest incarceration rate (Texas Commission on Jail Standards, June, 2015). Radical efforts by the TISD administration have been attempted to bring about student academic improvement. In the 2012-13 school year there were three campuses serving the students in the College Hill area of Texarkana. In an effort to restructure the schools to better target the needs of the children, TISD made the following changes: (1) Dunbar became an early education center serving only early childhood and prekindergarten; (2) Theron Jones Early Learning Center became a kindergarten through 2nd grade campus; (3) Westlawn became a 3rd through 5th grade campus. All three campuses share the same or similar student demographics but this new restructuring brought about a laser focus on the particular needs of each student group. This configuration has been in existence for only two years. These campuses have seen a **30% student mobility rate and a 30% teacher turnover rate** in the past making it difficult for students to feel connected to the staff and making reform efforts and sustained professional development inconsistent.

Highland Park Elementary, another campus involved in this grant, received an Improvement Required rating for the 2013-2014 school year. Multiple needs assessments were conducted and the Campus and District Leadership team guided the campus through improvement strategies resulting in a Met Standard Rating after one year of Improvement Required. Spring Lake Park students will be served at the Highland Park Campus.

Texas Middle School is a large middle school of almost 1500 students. The students at all four of the elementary campuses involved in this grant feed into Texas Middle School in the sixth grade. There is also a need for the after school program to continue to serve these at-need students when they make the transition to middle school. For this reason, the grant will also involve 200 students at Texas Middle School, mainly from 6th and 7th grades.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase Student Achievement	Westlawn continues to struggle with low performance on state assessments resulting in Improvement Required rating for three consecutive years. The additional time of academic intervention and preparation will be a tremendous help to the students. Highland Park and Spring Lake Park are struggling to meet the increased state standards. There is also concern at Texas Middle School on meeting the increasing standards.
2.	Appropriate Student Behavior	Teachers often cite student behavior issues as the reason for leaving the campus, along with a lack of understanding of how to teach children from high-poverty areas. TISD wants to focus on creating environments where teachers have all the tools and training they need to reach these children. This after school program will provide opportunities to focus on improved behavior through engagement in enrichment activities.
3.	Extended Learning Time	One of the critical success factors is extended learning time. Students who are several grade levels behind in math and reading skills will benefit from the academic period after school. The majority of the students who will be served by this grant are students who live in homes plagued by extreme generational poverty. Because of this, they lack the opportunities that advantaged students are afforded.
4.	Opportunities for After School Enrichment Activities that Students of Poverty Cannot Afford	This grant will provide opportunities for community members to become involved through the enrichment activities. Parents will appreciate the benefits that the program provided for their children.
5.	College Readiness and Awareness	The students served by this grant come from homes with parents who typically have no education after high school. The college readiness activities that these students will be involved in after school will increase college readiness and awareness.

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Schedule #14—Management Plan

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Project Director is a full-time (40 hours per week) position. The Project Director is a fully certified administrator with a background in STEM related fields, with successful experience in STEM, Professional Development and Project Based Learning (PBL).
2.	Site Coordinator(s)	The Site Coordinators are full-time (40 hours per week) positions. The Site Coordinators are fully certified administrators or seeking certification, with successful experience in Project Based Learning, STEM education, Professional Development, Technology integration and campus or district-level administration.
3.	Family Engagement Specialist	The Family Engagement Specialist is a part time (20 hours per week) position. The Family Engagement Specialist role is to implement research-based strategies and develop new strategies to engage families in after school programming.
4.	Evaluator	Texarkana ISD has no formal policy on how to select external evaluator. TISD will contract with University of Texas at Tyler for an evaluator.
5.	Administrative asst	Administrative assistant will assist with program needs, purchasing, and payroll full time.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Staffing	1. Identify external evaluator	08/01/2016	08/31/2016
		2. Hire Project Manager	08/01/2016	08/15/2016
		3. Hire Site Coordinators	08/01/2016	08/15/2016
		4. Hire Family Engagement Specialist	08/01/2016	08/15/2016
		5. Identify and hire college students, tutors, etc.	08/01/2016	05/31/2017
2.	Training	1. Train Site Coordinators in policies and procedures	08/01/2016	08/31/2016
		2. Train interns, tutors	08/01/2016	05/31/2017
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Enrollment	1. Work with campuses to enroll students in the program	08/01/2016	05/31/2017
		2. Survey student interests	08/01/2016	05/31/2017
		3. Develop a menu of offerings	08/01/2016	05/31/2017
		4. Enroll parents into family offerings	08/01/2016	05/31/2017
		5. Identify parent liaison on each campus	09/01/2016	09/30/2016
4.	Supplies and Materials	1. Identify supplies needed for start up	08/01/2016	08/15/2016
		2. Identify equipment needed for start up	08/01/2016	08/15/2016
		3. Maintain consumables	08/01/2016	05/31/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1. Work with evaluator to identify targets	09/01/2016	05/31/2017
		2. Meet with evaluator quarterly	09/01/2016	07/25/2017
		3. Approve draft of final evaluation	07/15/2017	07/25/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD is committed to needs assessments, goal setting, and monitoring progress toward district and campus goals. The district monitors the quality of daily classroom instruction through a process called Data Walks. Data is gathered about the quality of instruction through 3-4 minute walkthroughs. Data is collected and shared at the district and campus level. Campus instructional leaders and teachers set goals to improve the quality of instruction.

Individual student progress is monitored using various methods including universal screeners such as STAAR Math and Reading and state and local assessment scores. Students are also involved in setting and monitoring individual goals. Campuses have data rooms to post and continually monitor student performance goals.

The District is in the process of establishing a District Data Leadership Team to analyze district and campus data for various programs across the district.

District and campus site based decision making committees are also involved in goal setting and kept aware of progress.

The District engaged in a strategic planning process during the 2013-14 school year involving TISD staff, parents, community, and business representatives. These goals and strategies are continually monitored.

Turnaround Plan Leadership Team is established to develop and implement the Turnaround Plan required by TEA for the Improvement Required campuses.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With any comprehensive initiative, sustainability after the grant funding ends is always a challenge and this project will be no exception. TISD will examine effective processes and vital support systems to ensure sustainability after the grant. Using the following strategies TISD leaders will develop a sustainability plan based on the following:

- ◆ **Use results to drive decisions**

Proving and improving effectiveness and measurable indicators of success drives both internal management and external support of this sustainable initiative. We will use targeted, strategic and practical approaches to results-based decision-making and we will prepare and analyze data for outcome-based evaluation.

- ◆ **Employ strategic financing**

Analyzing this initiative's resource needs and implementing an appropriate strategic financing plan will provide us with a diverse portfolio to sustain our work. Financing strategies will involve maximizing other grants and federal funds, creating and accessing dedicated revenue and maximizing in-kind revenues.

- ◆ **Build broad-based community support**

Support from a wide range of community stakeholder groups will be pivotal in sustaining this program. By building support among leaders in our district, businesses, families and the community, this program will create a unique niche in our community and develop a strong identity as an important initiative for children and families.

- ◆ **Cultivate key champions**

Champions for the program will be cultivated so that these individuals can use their power and influence to generate support, build public will and garner increased support from public and private resources. Local, state, and federal elected officials are the primary examples of key champions. Other key champions will come from Texarkana's successful alumni. Our strong track record will be a valuable asset to secure funding and support from businesses and the community.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quantitative/TX21st Data Collection	1.	Core (Math, Reading, Science, Social Studies) GPA change over academic year
		2.	Number of activities
		3.	Student enrollment and attendance at each site
2.	Quantitative/Additional TEA Data	1.	Non-criminal referrals from fall to spring
		2.	Days absent from fall to spring
		3.	State assessment results
3.	Quantitative/Programmatic	1.	Staff training (number and participation)
		2.	Staff meetings
		3.	Parent meetings and events
4.	Qualitative/Site Visits	1.	Site Visit
		2.	Program Director Interview
		3.	Site Coordinator Interview
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be analyzed for changes from fall to spring for Core GPA change, number of activities offered at each site, student enrollment and attendance at each site, as well as non-criminal referrals and days absent.

Additionally, programmatic data will be kept by the Site Coordinators including number and participation of staff trainings and staff meetings. Data from parent meetings and events, as well as partnerships and other funding sources will be collected and transferred to the evaluator.

Qualitative data (including site visits and interviews of the Project Director and Site Coordinators) will be taken directly by the external evaluator. Site visits will be conducted twice during the year (once during the fall semester and once during the spring). During each site visit, the evaluator will assess staffing information, partnerships and other funding sources. Interviews with the Project Director and Site Coordinators will be conducted during the spring site visit.

A final report for the project will be written in June and presented to the Project Director in early July. In the report, the evaluator will use the tools provided to produce an honest assessment of the program. Recommendations will be made at both the programmatic and site levels. This report will also be submitted electronically to TEA by July 31st. Site evaluations will be on file at each Site for parental review.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The specific activities to be funded are the academic remediation and/or tutorials designed around student needs and administered by certified teachers or local college students who have proficiency in selected areas. Texarkana ISD will take on the responsibility of safely transporting students by school bus from the feeder school to the main site; and from the site to their homes each day.

The activities will be based around the needs identified by the campus' respective stakeholder needs assessments. As needs have been identified in each area of the Texas ACE Four-Component Activity Guide, activities will be designed to address each of these needs. Based on these needs activities will include, but not be limited to, academic skill development, academic intervention, student engagement, computer and technology literacy, accelerated instruction in reading and English, cultural awareness, college and career readiness, and leadership training, as well as opportunities for enrichment in fine arts and unique physical activities. In addition to these student activities, we will provide adult education activities including, but not limited to: Adult Literacy, using technology, English as a Second Language.

Transportation to and from the Site Center will be offered to all students served by the 21st CCLC. Texarkana ISD will utilize local and 21st CCLC funds to provide transportation to students involved in Center activities to the main site and home during the regular school year and summer.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD will develop a variety of informational materials designed to meet the diverse needs of the communities in which the Community Learning Centers operate. The communities are made up of individuals with varying levels of educational backgrounds and language preference. Each center will create a webpage on the district site to advertise the program and provide updates on course offerings and upcoming events.

TISD will seek staff members who are fluent speakers and writers of Spanish. The bulk of the disseminated information will be made available in both English and Spanish. Materials will detail elements of the Center such as: location, hours of operation, available activities, contact information and information on how community members and parents can participate as stakeholders and participants. TISD will distribute this information through a variety of channels, including printed materials, electronic materials (websites and email distribution lists) and the local media. The Family Engagement Specialist will also host meetings at the school and at local community organization locations to help disseminate information and garner support and participation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All center activities will be based around the Texas ACE Four Component Activity Guide. These are designed to ensure improvement of academic achievement by educating the whole child. Activities falling under the heading of academic assistance will be designed to target areas of need for students and will be based on student achievement data. Center personnel will review student performance data and design activities to address standards of greatest need.

Enrichment activities will be designed to improve academic achievement through the improvement of social skills and academic skills in context. Leadership training, conflict resolution training and community service will be embedded into activities designed around student interest.

Family and Parental Support Services will be designed to engage family members in the students' learning process. These will include adult education classes that will improve parents' abilities to assist students with academic endeavors. Examples are adult literacy, English language learners, computer literacy, and college awareness. Activities falling under the heading of College and Workforce Readiness will be designed to improve academic achievement by helping students develop and achieve goals, manage time, and improve study skills. Parent programs will be designed to improve their skills in literacy and technology and also in supporting their children's academic success. We will also have parent/children programming so that parents and students can work on activities together in order to build the skills of helping students at home.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2015 -2016, TISD received a T-STEM Exemplar grant, and funds have been used to structure a series of technology camps and after school sessions, including coding and robotics and sessions for K-8th grade students. These sessions will easily transfer into the after school program model within the grant framework.

The District has also implemented a strand of engaging after school programs at our Nash Elementary which align with Covey's The Leader in Me program. Both of our campus sites which will host this elementary after school grant program are Leader in Me schools. Highland Park received a grant to implement the program, and Westlawn used the Priority grant funds. The after school programs at Nash could be used as a model for the after school enrichment activities at the grant sites.

The District received the Apple ConnectEd grant this year that provided Apple devices for every teacher and student at Theron Jones and Westlawn, two of the campuses involved in this program. These devices will be used in the proposed program.

The grant will provide funds for after school tutorial sessions. These sessions will be coordinated with our after-school tutorial sessions that we now provide to our students in need of extended learning time.

The District will also coordinate the proposed program with the federal school lunch program to help provide afternoon meals and snacks for the students involved in the program. The District is also committed to funding a portion of the transportation costs associated with the proposed program.

By coordinating these federal, state and local programs with the after school program, the District will ensure effective use of public resources.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(1) Each Center will utilize a variety of objective data sources to design and implement Center activities. Site Coordinators and teachers will use the districts' data analysis software system to analyze student performance data at the campus, teacher and student level. These data will be used to determine areas of need for academic enrichment, acceleration and remediation. Data from these systems are disaggregated from numerous sources, including state STAAR tests, district benchmarking tests, curriculum assessments and teacher-developed assessments. Teachers and Center personnel will also evaluate state TAPR reports such as completion rates, attendance rates, drop-out rates, and demographics to ensure that Center activities are meeting the needs of the students. In addition to TAPR data, Center personnel will use the District's student management systems to evaluate ongoing attendance and discipline data. We will also regularly conduct student interest surveys and parental interest surveys.

(2) Teachers/tutors will use the performance data discussed in the previous section to identify areas of need as well as opportunities to build on student successes. Center activities will include opportunities for students to present their work to peers, teachers, parents, and community members, aligning with the cross-disciplinary standards of College and Career Readiness standards. In order to foster 21st century skills, TISD will adopt strategies used from The University of Texas at Tyler, Ingenuity Center. Some activities will incorporate a PBL (Project Based Lesson) component to differentiate from instruction in regular classroom. PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students. (Boaler, 2002; Penuel & Means, 2000) Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations. (Finkelstein et al., 2010).

(3) Each Site Coordinator on his/her perspective campus has access to several data sources that are used to evaluate student progress. The district grading system includes student grades, attendance, discipline, extracurricular, and demographic reports. This data is updated and made available each six weeks and is continuously monitored by the Site Coordinator each term. Student data is also discussed in team meetings and with campus administrators and specialists.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

€ Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Texarkana ISD has developed longstanding partnerships and community involvement with several organizations within the community. These include: Diversity Awareness Committee, NAACP, and Ministerial Alliance of Texarkana. District officials have long established relationships with the community groups listed above and will prioritize the CCLC as a topic of discussion to ensure awareness and gain feedback. These organizations support the 21st CCLC principles by providing additional mentorship, outreach events, camps and retreats, volunteer opportunities, and provide support for minority students. Similar to the 21st CCLC these organizations create activities and offer opportunities that will help increase student attendance and decrease the dropout rates and the number of discipline infractions.

TISD will secure a signed Memorandum of Understanding (MOU) with the University of Texas at Tyler. The MOU will come up for renewal annually and will be amended to reflect the additional services the University of Texas at Tyler will provide. The MOU will include the agreement on content coaching, professional development, and technical assistance.

As part of our MOU the Site Coordinators will serve on the Community Advisory Council. The professional development offered to the Site Coordinators and ACE program teachers will be aligned with the curricula of the school to ensure increased student success. We believe in providing professional development that is "just-in-time" and immediately applicable to the teachers in the classroom. This requires close communication and coordination with the school district. Additionally, we will analyze academic programming and provide assistance to the Site Coordinators/Schools to ensure that student needs are being met and providing clear pathways to post-secondary readiness.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD convened meetings of stakeholders with representatives including teachers, administrators, parents, students, business representatives, university and community college personnel, and community-based organization members in order to evaluate the existing partnerships and community resources currently being utilized by each school/Center location. An evaluation of student performance metrics from respective schools was conducted, and the performance data was cross-referenced with available resources. It continues to be evident that far greater community resources are available for elementary schools than for secondary schools. A focus on secondary schools led to an identification of critical resource needs for each secondary school in operation and elementary feeder schools where appropriate.

Stakeholder meetings identified available out-of-school time services for each respective campus. All campuses provide some type of school-sponsored tutorials. In addition, students at most campuses have access to some type of recreational activity, yet no more than two days per week. These include community service, recreational sports and faith-based activities. These activities are available at some of the campuses; however, others are offered at locations some distance from the schools. Many students are unable to participate due to the distance from the school and a lack of suitable transportation. It was noted that community resources continue to fail to provide opportunities in the areas of accelerated instruction, technology, fine arts, leadership, conflict resolution, family involvement, family training/education, and college and career awareness/readiness.

TISD synthesized the recommendations and compared the needs to its existing areas of expertise. Several key elements continue to emerge in the following areas:

- academic assistance: academic skill development, academic intervention, student engagement, computer and technology literacy, engineering design and processing, and accelerated instruction in mathematics and science
- enrichment: computer gaming and technology, cultural awareness, and leadership training
- family and parental services: technology literacy, school improvement planning, college awareness, and environmental awareness
- college and workforce readiness: career counseling, college admissions, college visits, critical thinking, time management, and college readiness

Included in the needs analysis of each site was an evaluation of the demographics of each school. Priority continues to be given to schools with a high percentage of economically disadvantaged students and schools who are in the greatest need of improved academic achievement. As part of the needs assessment, several critical trends were identified in the schools included in the project.

Texarkana ISD has a high percentage of economically disadvantaged students and campuses that struggle with teacher retention and low student achievement. With the implementation of the STAAR test, fewer students are now meeting the State expectations for academic achievement. Two of the elementary schools continue to struggle and have been rated Improvement Required for three consecutive years. The comprehensive needs assessment revealed the AA subgroups were significantly weak in Reading and Writing." Texas Academic Performance Reports for Westlawn reveal that only (36%) 4th grade and (64%) of 5th grade students meeting the standard in Reading compared to the 81% district average. This pattern continues throughout the grade levels. The 21st CCLC/Texas ACE program will offer extended opportunities for these students to receive additional academic enrichment supports such as tutoring, help with homework, and additional wraparound services that will further enhance the success of our students. District-wide, there are high percentages of at-risk students, who include LEP, and students who have been retained. Early intervention is the best way to ensure that these schools are able to make the transition to serving the changing populations of their schools.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will use the Project Based Learning (PBL) approach adopted by the Buck Institute for Education (bie.org). Students will participate in a dynamic classroom approach and actively explore real world problems and challenges using hands on and innovative methods. This approach along with incorporating 21st century skills will equip students with the necessary tools for the workforce. All Center staff will be trained on these strategies and participate in quarterly professional development sessions facilitated by the Project Director and provided by the University of Texas at Tyler.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Senior volunteers will not be used.

Volunteers will be recruited in specific areas to enhance structured activities. Texarkana ISD has policy and procedures in place for volunteer applications which will be followed by each site. All volunteers must apply and be screened with background checks before being allowed to work with students. Although volunteers will be encouraged, the Site staff will be present at all times to monitor students and activities. Volunteers will be provided training in the protocol and procedures expected in the program. Community volunteers are a valuable resource, but student safety will be a priority in managing the program and volunteers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

TISD is committed to sustainability after the grant period ends. Providing extended learning time and enrichment activities to our students in need of additional support is a priority for TISD. One of the critical success factors is extended learning time. The students being served by this grant funding are in desperate need of the opportunities this grant funding will provide, and TISD will continue to provide these opportunities.

Sustainability will begin the first year of the grant as the job description of the Program Director will include investigating other financial opportunities to sustain the program. The Program Director will be expected to search for grants, fund raising opportunities and other sources of community support to sustain the program after the grant period ends.

Where possible, local, federal and state funds will be used to enhance and sustain the program. The school district will work with the community and local businesses to secure resources, including volunteers, in-kind, and financial, to continue to provide this opportunity to our students. Donated goods and/or services, and partnerships will be developed to maximize resources. TISD has very strong and active community support. The District will collaborate with support groups such as our VIPS (Volunteers in Public Schools), Ministerial Alliance, our Diversity Awareness Committee, PIE (Partners in Education), and alumni to continue the support and awareness of this program. The District will maintain the facility and supply overhead expenses at no charge to the program. In future years, the District will work towards providing all transportation costs for the program.

The Program Director, Site Directors, and Family Engagement Specialists will engage the parents, community, and businesses to create awareness of the need for the program, publicize the success of the program, and investigate other sources of funding opportunities to sustain the funding. Teachers and administrators will realize the benefits of the program and will offer continued support for the program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019907

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical to the success of any program is the school's ability to involve all stakeholders in the making of decisions that affect student achievement. The district is committed to ongoing and continuous feedback and involvement from all stakeholders including parents, community members and business representatives.

Texarkana ISD utilizes the site-based decision-making model (SBDM) in considering numerous programs and strategies that will impact student success. A community advisory council will be comprised of parents, community members, and business officials that currently serve on the site-based decision-making teams for each of the campuses involved in the 21st Century Community Learning Centers grant.

Additional avenues for community involvement and participation include the Diversity Awareness Committee, NAACP, and the Ministerial Alliance of Texarkana. The Diversity Awareness Committee is a district developed advisory group that meets monthly to discuss issues of diversity and gain feedback from the members. NAACP members and district administrators meet formally each year to review the progress of our majority/minority schools. The Ministerial Alliance is a city-wide group of ministers who partner with Texarkana ISD in an effort to connect the local church community with schools to provide support for African American students. District officials have long established relationships with the community groups listed above and will prioritize the CCLC as a topic of discussion to ensure awareness and gain feedback.

The district will establish meeting dates and parameters with the Advisory Council to provide opportunities for ongoing communication and to gain feedback throughout the course of the grant period to consistently increase program awareness, evaluation program effectiveness, and develop annual program and sustainability plans. The district will also develop surveys designed to gain additional feedback from parents regarding program effectiveness and satisfaction.

The Executive Director of Public Relations provides ongoing communication to stakeholders through a variety of publicized means including the district website and informational text on flyers. Campus level involvement of parents and communities members is also critical to the overall success of any school endeavor. Parents and communities members will be informed and given opportunities for feedback regarding the community learning center activities through participation in site-based decision-making teams, parent and community workshops, parent conferences, and surveys.

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Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will visit each site at least monthly to perform observations and discuss with the Site Coordinator and/or Principal concerns, ideas and opportunities. They will meet monthly with central administration to discuss challenges that need to be addressed at a level higher than campus administration.

The Project Director, Family Engagement Specialist and Site Coordinators will meet weekly to discuss enrollment, performance goals, current issues, and upcoming activities. An agenda will be provided by the Director to guide the meeting. Minutes will be taken, transcribed, and disseminated each week. Enrollment and Attendance updates will be provided to Site Coordinators to ensure goals are met.

The Project Director will review data from Tx21st on a weekly basis, and confer with the Site Coordinators at weekly grant implementation meetings. During these meetings, attendance, student grades, discipline and parental involvement, as well as survey data are the main topics of discussion. Survey data is collected regularly from stakeholders and this data is used to formulate needed changes in programming, which are detailed in the weekly minutes of the meeting. Additionally, campus discipline is documented in a secure project discipline log, and student data for reporting is maintained in an offline database.

The Project Director and Site Coordinators will monitor staff development. Staff development decisions will be based on data from observations, campus staff and administration, and student and parent survey data. A record of employees' professional development is maintained by the Project Director. We will attend the state conference and regional trainings. Center Staff for the program will attend monthly updates on STEM, Project Based Learning, Classroom Management and other relevant topics, in addition to weekly campus team updates.

Project and Site coordinators will work with staffing from AIM to ensure all personnel are trained. All personnel will be monitored by site coordinators

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 019907			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 1		Center Name: Highland Park Elementary		
9 digit campus ID#	019907105	Distance to Fiscal Agent (Miles)	3	
Grade Levels to be served (PK-12)	K, 1, 2, 3, 4, 5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			120	
Number of Adults (parent/ legal guardians only) to be served:			25	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Spring Lake Park			
9 digit Campus ID #	019907111			
District Name (if different)				
Distance to Center	2 Miles			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 2		Center Name: Westlawn Elementary		
9 digit campus ID#	019907108	Distance to Fiscal Agent (Miles)	4	
Grade Levels to be served (PK-12)	2, 3, 4, 5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			120	
Number of Adults (parent/ legal guardians only) to be served:			25	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Theron Jones Elementary			
9 digit Campus ID #	019907107			
District Name (if different)				
Distance to Center	1 mile			
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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 019907			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3		Center Name: Texas Middle School		
9 digit campus ID#	019907042	Distance to Fiscal Agent (Miles)	1	
Grade Levels to be served (PK-12)	6, 7, 8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			200	
Number of Adults (parent/ legal guardians only) to be served:			40	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9	Center Name:			
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10	Center Name:			
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center staff will actively recruit all students into the program. In addition, we recognize that the students who need the most help are often the students who are overlooked. Because of this, we identify the students who are the most in need and design activities that appeal to their particular interests and needs. TISD will identify students by use of data granted to us by the campus, Administrative meetings, student grades, and benchmarks.

These activities are designed to improve academic performance and increase 21st century skills. Focus groups will be established to identify students of high need. Moreover, these activities were the direct result of focus groups with students identified as high need.

We will compliment services already provided by the district by filling in gaps according to student needs. TISD will work with the school Centers to develop and employ a multi-faceted approach to recruitment and retention monitoring. Regular student interest surveys will be conducted so that high interest, high student engagement activities can be developed. We believe that successful recruitment and retention depends heavily on activity programming. Activities must be simultaneously of interest to students and parents and meet students' academic needs. Additionally, many students at each of the campuses are unable to participate in all areas of interest. For instance, some students have interests in music and choosing this course of study precludes them from other areas of interest such as technology, art, robotics, or physical education.

The Centers will evaluate student interests and compare these interests to in-school day course offerings. The goal is to provide opportunities for activities not available to students through the regular school curriculum. Furthermore, because some students are required to receive accelerated/remedial instruction in order to address academic deficiencies, these students are constrained by scheduling and therefore unable to participate in unique and engaging school activities/units of study.

By providing these activities after school, these students have the opportunity to build a positive school perception. In order to recruit and retain family members, the Centers deploy several similar strategies similar to those described above, with the additional focus on disseminating information. The Centers utilize the Family Engagement Specialist, the District's automated parent telephone communication system, Center Websites, mail and e-mail distributions and local media to ensure that parents are informed about activity offerings. Additionally, the Centers will host opportunities for students to exhibit their work or performance to parents and community members. These events are utilized as parent communication conduits. Site personnel will provide informational literature to parents as they arrive to pick up students.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At a minimum, each Center will operate Monday through Thursday for at least three (3) hours following the end of the regular school day. Each Center will operate for a minimum of thirty (30) weeks during the regular school year. It is anticipated that the Centers will exceed this number in order to maintain consistency of operation for the community and the transportation department. Respective Center stakeholders will help determine the final schedule, but it is conceivable that each Center would be open every school day, Monday through Thursday.

Based on information from other 21st century grant holders, we believe that starting the first day of school is critical to the success of the program. By starting on the first day of school, we establish consistent routines and expectations with students and parents. Each school has agreed to ensure that center operations begin on the first day of school and they have agreed to help aggressively recruit students into the programs beginning with their parent/student start of year induction activities

Each Center will operate a summer camp schedule of at least 4 hours per day, Monday through Thursday, for six (6) weeks, four of which will be consecutive. Most of the schools in the program operate alternate hours during the summer where administration is available only Monday through Thursday. Programming will focus on academic enrichment activities.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure the safety of students, TISD will seek certified administrators for Site Coordinators who are trained to ensure student safety. Our research has led us to the conclusion that many grantees hire Site Coordinators with much less background and training in public school in order to reduce cost. We believe the increased salary of our Site Coordinators is an investment both in improved programming and improved safety.

As part of the Cycle 7 and 8 grants, the University of Texas at Tyler Ingenuity Center has developed a procedures manual that is followed by all sites. This manual addresses all aspects of the grant and is aligned with the Blueprint. As part of this manual, the UTTIC has developed procedures to ensure student safety. These procedures are aligned to school operations to ensure that parents and students are familiar and comfortable with procedures. The University of Texas will serve as a mentor for TISD CCLCs and will help formulate policies and procedures specific to our needs.

The Site Coordinator will develop policies and procedures to ensure student safety. Much of the policies will be similar to school-day procedures and protocols. Parents will be required to enter the building and sign their students out if they are to leave during programming. All students sign in at the beginning of every class, and students must sign out when they are checked out of programming early. If a student leaves the class for any reason (such as going to the restroom), the students must carry a pass, and the hallways are actively monitored by center personnel. Students must also sign when they get on the school bus to leave the site for home. In the event a child is too young to sign their name, a staff member may do it for them.

As part of our ongoing training and professional development, CPR and first aid training will be provided to all teachers/tutors in the program. Staff involved in physical activity is trained in warning signs for heat related illness, and students are closely monitored to ensure their safety. Access to a school nurse and emergency personnel further work to ensure the safety of students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School-based mentoring that builds relationships for students and endures past a minimal time period has been shown to have positive results on students (Wheeler, 2010). Because the majority of delinquency occurs in the hours at the end of the school day (Thornberry, 1995), a program that gets at risk students into a supervised situation can be immediately successful, as the opportunities for misbehavior are decreased (Jackson, 2002). School and afterschool programs also provide the benefit of developing a safe adult network and healthy adult interactions and relationships (Cullen, 1994). The research points to juveniles with positive interactions with responsible adults having an increased likelihood of staying out of the juvenile justice system (Keating, 2006). In addition to providing a solid role model as an example of acceptable adult behavior, after school programs also provide the consistency of time. Jackson (2002) reported that when delinquent students participated in programs with college student mentors over a time-intensive period their parents reported significant improvement in behavior. DuBois and Silverthorn (2005) report the longitudinal study using a nationally representative sample of adolescents showed that students with a significant time investment in mentoring show greater outcomes and participants who did not. After school provides intervention in an optimal location and a timely fashion. The research on after school also provides for a best practices roadmap to ensure solid design.

Komosa Hawkins (2009) states that students who are at risk must be targeted and actively recruited. Project Based Learning, which is a staple of the UT Tyler ACE program, is also recommended and will be adopted by TISD 21st CCLC programs. Cullen (1999) reports that in addition to general guidance, programming that promotes personal growth and social responsibility will strengthen outcomes for students. Providing a vehicle for students to set goals and make plans for the future also has an impact. In evaluations of 55 programs, DuBois (2002) showed that strong programs provide a strong adult bond, collaborative planning, career education, and student voice. Solid identification of students, frequency of contact, ongoing training for mentors, structured activities and family involvement are further measures reported to have strong positive effects on student outcomes (Dubois in pres). It is upon this roadmap that Texarkana ISD will build the mentor intervention component.

In keeping with best practices, the at-risk mentoring program will occur a minimum of two times a week for a minimum of 45 minutes. Topics that strengthen soft skills and 21st-century skills, as well as project-based learning and service learning will be the focus of the curriculum. Participants will be identified based on frequency and severity of office referrals. Mentors will attend weekly meetings with Site Coordinator's to review student progress and plan collaboratively as well as attend monthly training sessions to increase mentoring skills. Participating student metrics will be monitored, individual progress will be highlighted, and support will be provided in the transition from the school day. Mentors will work with the Family Engagement Specialist and the Parent Liaison to ensure parental involvement when possible.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Community Learning Center activities will be based around the Texas ACE Four Component Activity Guide. Each activity will fall into one of the four components. These are designed to ensure improvement of academic achievement by educating the whole child. Activities falling under the heading of academic assistance will be designed to target areas of need for students and will be based on student achievement data and the projections of upcoming STAAR tests. Center personnel will review student performance data and design project-based activities to address standards of greatest need. Enrichment activities will be designed to improve academic achievement through the improvement of social skills and academic skills and content. Leadership training, conflict resolution training and community service will be embedded into activities designed around student interest. Projected staff to student ratio is 10 to 1 unless enrichment programs such as physical activities dictate larger class size.

Family and Parental Support Services will be designed to engage family members in the students' learning process. These will include adult education classes that will improve parents' abilities to assist students with academic endeavors. Examples are adult literacy, English language learners, computer literacy, and college awareness. Activities falling under the heading of College and Workforce Readiness will be designed to improve academic achievement by helping students develop and achieve goals, manage time, and improve study skills. Texarkana ISD will provide students with access to college and career counselors as well as expose students to a college-going culture. Parent programs will be designed to improve their skills in literacy and technology and also in supporting their children's academic success. This includes college and career awareness, homework assistance, and literacy. We will also have parent/children programming so that parents and students can work on activities together in order to build the skills of helping students at home.

Each Center will utilize a variety of objective data sources to design and implement Center activities. Teachers will use the districts' data analysis software such as the Eduphoria/AWARE system to analyze student performance data at the campus, teacher and student level. These data will be used to determine areas of need for academic enrichment, acceleration and remediation. Data from these systems are disaggregated from numerous sources, including state STAAR tests, District benchmarking tests, curriculum assessments and teacher-developed assessments. Teachers and Center personnel will also evaluate state TAPR reports such as completion rates, attendance rates, drop-out rates, and demographics to ensure that Center activities are meeting the needs of the students.

In addition to student academic performance data, Center personnel will use the districts' student management systems to evaluate ongoing attendance and discipline data. These data will be communicated to teachers and activity designers to ensure that student needs are met in these areas as well.

Center personnel will also regularly conduct student interest surveys and parental interest surveys. The goal of the Center's activities is to balance student needs with student wants.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family Engagement Specialist: The Family Engagement Specialist (FES) is a part-time (20 hours per week) position. The Family Engagement Specialist role is to implement research-based strategies and develop new strategies to engage families in after school programming.

All positions are provided with weekly job-embedded professional development led by the Project Director. Additionally, all positions will attend regional and state conferences and training.

The FES is also part of the weekly team meetings that include the Project Director and the Site Coordinators. These meetings are designed to provide ongoing professional development for center staff as well as analyze student and family data. The Family Engagement Specialist will be a part time (20 hours per week) position funded by the grant.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD will developed a number of innovative family engagement strategies to recruit significant numbers of family members. With these strategies in place, TISD hopes to see a drastic change in parental involvement with at risk students.

The Family Engagement Specialist will schedule monthly meetings with Site Coordinators to discuss campus parent engagement needs and activities. The FES will stay up to date with research on Family Engagement and share information in a timely manner with Project Director and Site Coordinators. The FES will create and send out Parent Interest Surveys at the beginning of the year in order to assess needs and interest, in order for classes and events to be created accordingly. The FES will help coordinate monthly parent events and parent classes reflective of parent interest surveys. The FES will assist Site Coordinators with creating a Parent Resource Center that include parenting tips, quick parent handouts on numerous topics, where to find community resources such as Bowie County Health Clinic and workforce solutions. The FES will create parent information handouts on a wide variety of topics such as homework, cyber bullying, parent conferences, keeping calm under pressure and college funding. Additionally, FES will create and keep an online resource space with information pertaining to parenting topics and ideas for Site Coordinators and Parent Liaisons.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family and Parental Support Services will be designed to engage family members in the students' learning process. These will include adult education classes that will improve parents' abilities to assist students with academic endeavors. Examples are adult literacy, English language learners, computer literacy, and college awareness.

Activities falling under the heading of College and Workforce Readiness will be designed to improve academic achievement by helping students develop and achieve goals, manage time, and improve study skills. Parent programs will be designed to improve their skills in literacy and technology and also in supporting their children's academic success. This includes college and career awareness, homework assistance, and literacy. We will also have parent/children programming so that parents and students can work on activities together in order to build the skills of helping students at home.

In order to achieve "students' and families' active participation and engagement in learning" the Centers will continue to develop innovative instructional practices. In order to achieve "students' and families' increased sense of involvement in school," the Centers will continue to use data-driven decision making to ensure that activities are tailored to the needs of the students and family participants. The Centers will continue to provide adult advocacy programs to improve the sense of a college-going culture. In order to achieve the "use of assessment data to revise/evaluate student services," the TISD will continue to provide high quality, high engagement professional development for teachers and administrators at the host sites. These professional development sessions will be focused on topics such as: disaggregation of student performance data, the use of data to project changes in school and school culture, driving classroom decisions with data, etc.

TISD will provide each Center with a space at each campus for adult classes and family engagement activities. By hosting these classes at the schools, we are able to develop a positive perception of the school in the parents and the community. Our research has led us to the understanding that many of the parents of students in the program did not have a positive experience in school, and they retain many of those feelings today. Furthermore, they pass on these poor perceptions to their children. By hosting these positive classes at the school, we hope to mitigate the effects of poor past experiences and replace them with positive perceptions. We have in the past attempted to hold classes at alternate sites, but the schools often represent the most accessible locations as they are neighborhood schools in close proximity to many of the families.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 019907		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 019907		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 019907

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 2

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☒ Documented phone calls☒ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating: 0

Total nonprofit teachers participating: 0

No nonprofit schools participating: X

No nonprofit students participating: X

No nonprofit teachers participating: X

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**
☐ Public school

 ☐ Private nonprofit school

 ☐ Neutral site
☐ Other (specify):**Designated Times**
☐ Regular school day

 ☐ Before school day

 ☐ After school day

☐ Summer vacation

 ☐ Other (specify):
Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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